



STATE OF ARIZONA
OFFICE OF THE GOVERNOR

DOUGLAS A. DUCEY
GOVERNOR

EXECUTIVE OFFICE

May 8, 2019

The Honorable Katie Hobbs
Secretary of State
1700 W. Washington, 7th Floor
Phoenix, AZ 85007

Dear Secretary Hobbs:

I am transmitting to you the following bills from the Fifty-fourth Legislature, 1st Regular Session, which I signed on May 8th, 2019:

H.B. 2671 animal cruelty; domestic animals; classification (Kavanagh)
S.B. 1019 TPT; over the top (S. Allen)
S.B. 1038 Arizona pioneers' home; regulation (Brophy-McGee)
S.B. 1071 school districts; personnel evaluations (Boyer)
S.B. 1079 ASRS; long-term disability program (Livingston)
S.B. 1084 funeral; last illness; expenses; lien (Borrelli)
S.B. 1085 association health plans; definitions; requirements (Brophy-McGee)
S.B. 1086 health professions; temporary licensure (Brophy-McGee)
S.B. 1100 insurance; living organ donors (Carter)
S.B. 1144 racetracks; ejection; exclusion; process (D. Farnsworth)
S.B. 1318 schools; training; screening; dyslexia (Boyer)
S.B. 1468 schools; suicide prevention training (Bowie)
S.B. 1531 HOAs; costs; assessments (D. Farnsworth)

Sincerely,

Douglas A. Ducey
Governor
State of Arizona

cc: Senate Secretary
Chief Clerk of the House of Representatives
Arizona News Service

House Engrossed Senate Bill

FILED

KATIE HOBBS

SECRETARY OF STATE

State of Arizona

Senate

Fifty-fourth Legislature

First Regular Session

2019

CHAPTER 198

SENATE BILL 1318

AN ACT

AMENDING SECTIONS 15-211, 15-219, 15-501.01 AND 15-704, ARIZONA REVISED
STATUTES; RELATING TO THE DEPARTMENT OF EDUCATION.

(TEXT OF BILL BEGINS ON NEXT PAGE)

Be it enacted by the Legislature of the State of Arizona:

Section 1. Section 15-211, Arizona Revised Statutes, is amended to read:

15-211. K-3 reading program; dyslexia specialist; dyslexia training; receipt and use of monies; additional funding; report; program termination

A. The department of education shall administer a K-3 reading program to improve the reading proficiency of pupils in kindergarten programs and grades one, two and three in the public schools of this state.

B. THE DEPARTMENT OF EDUCATION SHALL DESIGNATE A DYSLEXIA SPECIALIST FOR THE DEPARTMENT TO PROVIDE SCHOOL DISTRICTS AND CHARTER SCHOOLS WITH SUPPORT AND RESOURCES THAT ARE NECESSARY TO ASSIST STUDENTS WITH DYSLEXIA.

C. ON OR BEFORE JULY 1, 2021, EACH SCHOOL DISTRICT AND CHARTER SCHOOL SHALL ENSURE THAT AT LEAST ONE KINDERGARTEN THROUGH THIRD GRADE TEACHER IN EACH SCHOOL HAS RECEIVED TRAINING RELATED TO DYSLEXIA THAT COMPLIES WITH THE REQUIREMENTS PRESCRIBED IN SECTION 15-219.

~~B.~~ D. Each school district and charter school shall submit to the department of education a plan for improving the reading proficiency of ~~its~~ THE SCHOOL DISTRICT'S OR THE CHARTER SCHOOL'S pupils in kindergarten programs and grades one, two and three. The plan shall include baseline data on the reading proficiency of ~~its~~ THE SCHOOL DISTRICT'S OR THE CHARTER SCHOOL'S pupils in kindergarten programs and grades one, two and three and a budget for spending monies from both the K-3 support level weight and the K-3 reading support level weight established in section 15-943. Each school district and charter school shall annually submit to the department of education on or before October 1 an updated K-3 reading program plan that includes data on program expenditures and results, except that ~~beginning in fiscal year 2016-2017,~~ a school district or charter school that is assigned a letter grade of A or B pursuant to section 15-241 shall submit this plan only in odd-numbered years.

~~C.~~ E. School districts and charter schools shall use monies generated by the K-3 reading support level weight established in section 15-943 only on instructional purposes based on the plan submitted pursuant to subsection ~~B~~ D of this section intended to improve reading proficiency for pupils in kindergarten programs and grades one, two and three with particular emphasis on pupils in kindergarten programs and grades one and two.

~~D.~~ F. Each school district and charter school that is assigned a letter grade of C, D or F pursuant to section 15-241 or that has more than ten percent of its pupils in grade three who do not demonstrate sufficient reading skills as established by the state board of education according to the reading portion of the statewide assessment shall receive monies generated by the K-3 reading support level weight established in section

1 15-943 only after the K-3 reading program plan of the school district or
2 charter school has been submitted, reviewed and recommended for approval
3 by the department of education and approved by the state board of
4 ~~education~~. The state board of ~~education~~ must give approval to a school
5 district or charter school before any portion of the monies generated by
6 the K-3 reading support level weight may be distributed to the school
7 district or charter school pursuant to this subsection.

8 ~~F.~~ G. Pupils in a charter school that is in its first year of
9 operation and that is sponsored by the state board of education, the state
10 board for charter schools, a university under the jurisdiction of the
11 Arizona board of regents, a community college district or a group of
12 community college districts are eligible for the K-3 reading support level
13 weight.

14 ~~F.~~ H. The department of education shall solicit gifts, grants and
15 donations from any lawful public or private source in order to provide
16 additional funding for the K-3 reading program.

17 ~~G.~~ I. The state board of education may establish rules and
18 policies for the K-3 reading program, including:

19 1. The proper use of monies in accordance with subsection ~~E~~ E of
20 this section.

21 2. The distribution of monies by the department of education in
22 accordance with subsection ~~D~~ D of this section.

23 3. The compliance of reading proficiency plans submitted pursuant
24 to subsection ~~D~~ D of this section with section 15-704.

25 ~~H.~~ J. Pursuant to subsection ~~I~~ I of this section, the department
26 of education shall develop program implementation guidance for school
27 districts and charter schools to assist schools in administering an
28 effective K-3 evidence-based reading program plan. This guidance shall
29 include identifying and recommending appropriate program expenditures,
30 providing technical oversight and assistance for annually updating reading
31 program plans, selecting and adopting evidence-based reading curricula and
32 providing and promoting teacher professional development that is based on
33 evidence-based reading research. The department shall prioritize supports
34 and interventions, including enrollment in reading trainings and
35 professional development, for school districts and charter schools that
36 have the highest percentage of pupils who do not demonstrate sufficient
37 reading skills as established by the state board of education. The
38 department shall deposit any monies received for offering reading
39 trainings or professional development, including coaching, in the
40 department of education professional development revolving fund
41 established by section 15-237.01.

42 ~~I.~~ K. On or before December 15, the department of education shall
43 submit an annual report on the K-3 reading program to the governor, the
44 president of the senate and the speaker of the house of representatives
45 and shall provide a copy of this annual report to the secretary of state,

1 the state board of education and the chairpersons of the education
2 committees of the senate and the house of representatives. The report
3 shall contain all of the following:

4 1. Information on the improvement of K-3 reading in this state,
5 including achievement data statewide and achievement data at the school
6 district and charter school level. The information pursuant to this
7 paragraph shall include data and information on continued proficiency on
8 the statewide assessment in subsequent grades.

9 2. A description of the activities of the department to support
10 school districts and charter schools in improving K-3 reading.

11 3. Specific findings on methods by which the department may
12 continue to improve support and assistance for school districts and
13 charter schools in the administration of K-3 reading program plans.

14 4. Information and data on K-3 reading program plans throughout
15 this state and the expenditure of K-3 reading monies by school districts
16 and charter schools.

17 5. Data reported pursuant to section 15-701, subsection A,
18 paragraph 2, subdivision (d).

19 ~~+~~ L. The program established by this section ends on July 1, 2022
20 pursuant to section 41-3102.

21 Sec. 2. Section 15-219, Arizona Revised Statutes, is amended to
22 read:

23 15-219. Dyslexia and reading impairment screening,
24 intervention, accommodation and technology;
25 continuing education; rules; training

26 A. The state board of education shall adopt rules to allow
27 certificated teachers and administrators to count training regarding
28 screening, intervention, accommodation, use of technology and advocacy for
29 students with reading impairments, including dyslexia, as continuing
30 education credits.

31 B. THE DEPARTMENT OF EDUCATION SHALL ANNUALLY DEVELOP A LIST OF
32 TRAINING OPPORTUNITIES RELATED TO DYSLEXIA THAT SATISFY THE REQUIREMENTS
33 PRESCRIBED IN SUBSECTION C OF THIS SECTION.

34 C. THE TRAINING OPPORTUNITIES RELATED TO DYSLEXIA DEVELOPED
35 PURSUANT TO THIS SECTION MUST MEET PROFESSIONAL DEVELOPMENT REQUIREMENTS
36 AND ALL OF THE FOLLOWING REQUIREMENTS:

37 1. INCLUDE AT LEAST ONE TRAINING OPPORTUNITY THAT IS PROVIDED
38 ENTIRELY ONLINE.

39 2. INCLUDE THE KNOWLEDGE AND PRACTICE STANDARDS OF AN INTERNATIONAL
40 ORGANIZATION ON DYSLEXIA THAT IS DESIGNATED BY THE DEPARTMENT OF
41 EDUCATION.

42 3. ENABLE TEACHERS TO UNDERSTAND AND RECOGNIZE DYSLEXIA.

43 4. ENABLE TEACHERS TO IMPLEMENT STRUCTURED LITERACY INSTRUCTION
44 THAT IS SYSTEMATIC, EXPLICIT, MULTISENSORY AND EVIDENCE-BASED TO MEET THE
45 EDUCATIONAL NEEDS OF STUDENTS WITH DYSLEXIA.

1 Sec. 3. Section 15-501.01, Arizona Revised Statutes, is amended to
2 read:

3 15-501.01. Requirements for teachers; teaching certificates;
4 rules; reciprocity; placement

5 A. Notwithstanding any other law, all teachers who are certificated
6 pursuant to this section must have a baccalaureate degree and a valid
7 fingerprint clearance card.

8 B. The state board of education shall adopt rules for the issuance
9 of the following types of certificates for teachers to reflect the source
10 of the training the teacher obtains:

11 1. Standard teaching certificate.

12 2. Alternative teaching certificate for persons who obtain training
13 pursuant to subsection C, paragraph 1 of this section.

14 3. Subject-matter expert standard teaching certificate for persons
15 who obtain training pursuant to subsection C, paragraph 5 of this section.

16 4. Classroom-based standard teaching certificate for persons who
17 obtain training from a school district or charter school.

18 5. Career and technical education teaching certificate.

19 C. The state board of education shall adopt rules to carry out the
20 purposes of this section. The rules:

21 1. Shall provide for a variety of alternative teacher and
22 administrator preparation programs that allow for variations in program
23 sequence and design to apply for program approval. The state board shall
24 adopt rules pursuant to this paragraph designed to allow for a variety of
25 formats and shall not require a prescribed answer or design from the
26 program provider in order to obtain approval from the state board. Any
27 rules adopted by the state board pursuant to this paragraph shall be
28 substantially different from the rules adopted for the approval of
29 traditional preparation programs and may not unnecessarily restrict a
30 variety of alternative preparation programs from operating and providing
31 instruction in this state. The state board shall evaluate each program
32 provider based on the program's ability to prepare teachers and
33 administrators and to recruit teachers and administrators with a variety
34 of experiences and talents. The state board shall allow universities
35 under the jurisdiction of the Arizona board of regents, community colleges
36 in this state, private postsecondary institutions licensed by this state,
37 school districts, charter schools, professional organizations, nonprofit
38 organizations and private entities to apply for program approval and shall
39 create application procedures and certification criteria that are
40 substantially less restrictive than those for traditional preparation
41 programs. At the completion of an alternative preparation program,
42 graduates shall:

43 (a) Hold a bachelor's degree from an accredited postsecondary
44 education institution.

1 (b) If applicable, demonstrate professional knowledge and subject
2 knowledge proficiency pursuant to section 15-533.

3 (c) Obtain a valid fingerprint clearance card pursuant to section
4 15-534.

5 (d) If applicable, complete training in structured English
6 immersion as prescribed by the state board pursuant to section 15-756.09.

7 (e) If applicable, complete training in research-based systematic
8 phonics instruction as prescribed in paragraph 2 of this subsection.

9 (f) Demonstrate the required proficiency in the Constitutions of
10 the United States and Arizona as prescribed in section 15-532.

11 2. Shall require applicants for all certificates for common school
12 instruction to complete, from a public or private provider, at least
13 forty-five classroom hours or three college-level credit hours, or the
14 equivalent, in both research-based:

15 (a) Systematic phonics instruction.

16 (b) Reading instruction, including training on assessments,
17 instructional practices and interventions to improve student reading
18 proficiency. BEGINNING JULY 1, 2021, INSTRUCTION PROVIDED PURSUANT TO
19 THIS SUBDIVISION MUST MEET THE REQUIREMENTS FOR DYSLEXIA TRAINING
20 PRESCRIBED IN SECTION 15-219.

21 3. Shall not require a teacher to obtain a master's degree or to
22 take any additional graduate courses as a condition of certification or
23 recertification.

24 4. Shall allow but shall not require the superintendent of a school
25 district to obtain certification from the state board of education.

26 5. Shall provide for the issuance of a subject-matter expert
27 standard teaching certificate to persons who have expertise in a content
28 area or subject matter. Persons who are certified pursuant to this
29 paragraph shall complete training, if applicable, in structured English
30 immersion as prescribed by the state board pursuant to section 15-756.09.
31 Persons who are certified pursuant to this paragraph are exempt from the
32 subject knowledge proficiency requirements prescribed in section 15-533
33 and from the proficiency requirements prescribed in section 15-532 on the
34 Constitutions of the United States and Arizona. Persons who are subject
35 to subdivision (a) of this paragraph are also exempt from the professional
36 knowledge proficiency requirements pursuant to section 15-533. A person
37 who obtains a subject-matter expert standard teaching certificate pursuant
38 to this paragraph may provide instruction in the person's field of
39 expertise in grades six through twelve at any public school in this state.
40 Issuance of the subject-matter expert standard teaching certificate may
41 not be conditioned on the person's employment with a local education
42 agency. A person who meets the requirements of this paragraph shall be
43 issued a subject-matter expert standard teaching certificate without
44 having to demonstrate professional knowledge proficiency pursuant to
45 section 15-533, except that the person shall have at least two years to

1 demonstrate professional knowledge proficiency pursuant to section 15-533.
2 School districts shall evaluate and provide support pursuant to section
3 15-537 to teachers who are certified pursuant to this paragraph. If a
4 person fails to meet the professional knowledge requirements of this
5 section within two years, the department of education or state board of
6 education may temporarily suspend the subject-matter expert standard
7 teaching certificate. A certificate that is temporarily suspended
8 pursuant to this paragraph is not considered a disciplinary action, and a
9 person shall be allowed to correct the deficiency within the remaining
10 time of the subject-matter expert standard teaching certification. This
11 paragraph does not require a person who has obtained another type of
12 teaching certificate from the state board to obtain a subject-matter
13 expert standard teaching certificate pursuant to this paragraph in order
14 to provide instruction in grades six through twelve. A person is eligible
15 for a subject-matter expert standard teaching certificate pursuant to this
16 paragraph if the person has a baccalaureate degree and meets any of the
17 following requirements:

18 (a) Has taught courses relevant to a content area or subject matter
19 for the last two consecutive years and for a total of at least three years
20 at one or more regionally or nationally accredited public or private
21 postsecondary institutions. A person demonstrates compliance with this
22 requirement by providing the state board with written proof of employment
23 for specific durations from one or more qualifying postsecondary
24 institutions.

25 (b) Has either a baccalaureate degree, a master's degree or a
26 doctoral degree in a specific subject area that is relevant to a content
27 area or subject matter taught in public schools.

28 (c) Demonstrates expertise through relevant work experience of at
29 least five years in a field that is relevant to a content area or subject
30 matter taught in public schools. A person demonstrates compliance with
31 this requirement by providing the state board with written proof of
32 employment.

33 6. Notwithstanding section 15-533, shall exempt persons applying
34 for a secondary education certificate from the subject knowledge portion
35 of the proficiency examination if the state board determines that the
36 person has work experience in science, technology, engineering or
37 mathematics and can demonstrate adequate knowledge of a particular subject
38 through a postsecondary education degree or twenty-four credit hours of
39 relevant coursework.

40 7. Shall allow for a certificate issued to a person pursuant to
41 subsection B, paragraph 1, 3, 4 or 5 of this section or section 15-203 or
42 15-782.01, as applicable, to be both issued and renewed for at least
43 twelve years and may not require more than fifteen hours of continuing
44 education credits each year in order to renew that certificate pursuant to
45 this paragraph.

1 8. Shall allow for a certificate issued to a person pursuant to
2 subsection B of this section or section 15-132, 15-203 or 15-782.01, as
3 applicable, and any endorsement or approved area related to that
4 certificate, to be renewed at least two years but not more than ten years
5 after that certificate expires without any other requirements adopted by
6 the state board of education or the department of education if the person
7 is in good standing, has at least ten years of verified full-time
8 experience in this state in the area in which the person is seeking
9 renewed certification and possesses a valid fingerprint clearance card
10 issued pursuant to section 15-534. A certificate renewed pursuant to this
11 paragraph shall be identical to the expired certificate.

12 D. The rules for certification reciprocity shall include a
13 requirement that the applicant possess a comparable valid certification
14 from another state and be in good standing with that other state. An
15 applicant who possesses a valid certification from another state and a
16 fingerprint clearance card pursuant to section 15-534 and who is in good
17 standing with that other state shall be issued a comparable standard
18 certificate or a comparable certificate issued pursuant to section 15-132,
19 15-203 or 15-782.01, as applicable, without any other requirements from
20 the state board of education or the department of education. A person who
21 is issued a certificate pursuant to this subsection is not required to
22 meet any requirement prescribed in section 15-533.

23 E. Placement decisions of teaching intern certificate holders
24 issued pursuant to subsection C, paragraph 1 of this section and section
25 15-552 shall be based on agreements between the teacher preparation
26 provider, the provider's partner organizations and the local education
27 agency. The practices of the department of education and the rules and
28 policies of the state board of education may not restrict placement of
29 teaching intern certification holders based on local education agency
30 instructional models and may only consider the academic quality of the
31 school, the effectiveness of the teaching intern certification holder's
32 on-site mentor and the opportunity for a wide variety of schools and
33 school models to access teaching intern certification holders.

34 F. Notwithstanding subsection A of this section, the following
35 persons are not required to have a baccalaureate degree:

36 1. A teacher who is otherwise exempt by law from obtaining a
37 baccalaureate degree and who provides instruction in STEM or career and
38 technical education pursuant to section 15-782.01.

39 2. A person who obtains any of the following:

40 (a) A Native American language certificate.

41 (b) A student teaching intern certificate.

42 (c) A junior reserve officer training corps certificate.

(d) An athletic coaching certificate.

(e) An emergency substitute certificate.

Sec. 4. Section 15-704, Arizona Revised Statutes, is amended to read:

15-704. Reading proficiency; dyslexia screening plan; definitions

A. Each school district or charter school that provides instruction in kindergarten programs and grades one through three shall select and administer screening, ongoing diagnostic and ~~classroom-based~~ CLASSROOM-BASED instructional reading assessments, including a motivational assessment, as defined by the state board of education, to monitor student progress. Each school shall use the diagnostic information to plan evidence-based appropriate and effective instruction and intervention.

B. ON OR BEFORE JULY 1, 2020, THE DEPARTMENT OF EDUCATION SHALL DEVELOP A DYSLEXIA SCREENING PLAN THAT MEETS ALL OF THE FOLLOWING REQUIREMENTS:

1. ENSURES THAT WITHIN FORTY-FIVE CALENDAR DAYS AFTER THE BEGINNING OF EACH SCHOOL YEAR OR WITHIN FORTY-FIVE CALENDAR DAYS AFTER A STUDENT ENROLLMENT OCCURS AFTER THE FIRST DAY OF SCHOOL, EVERY STUDENT WHO IS ENROLLED IN A KINDERGARTEN PROGRAM OR GRADE ONE IN A PUBLIC SCHOOL IN THIS STATE IS SCREENED FOR INDICATORS OF DYSLEXIA.

2. PROVIDES GUIDANCE FOR NOTIFICATIONS SENT BY PUBLIC SCHOOLS TO PARENTS OF STUDENTS WHO ARE IDENTIFIED AS HAVING INDICATORS OF DYSLEXIA BASED ON A SCREENING FOR INDICATORS.

3. IS DEVELOPED COLLABORATIVELY WITH THE DYSLEXIA SPECIALIST FOR THE DEPARTMENT DESIGNATED PURSUANT TO SECTION 15-211, AND OTHER EXPERTS ON DYSLEXIA, INCLUDING REPRESENTATIVES IN THIS STATE OF AN INTERNATIONAL ORGANIZATION ON DYSLEXIA.

4. ENSURES THAT SCREENING FOR INDICATORS OF DYSLEXIA INCLUDES THE FOLLOWING:

(a) PHONOLOGICAL AND PHONEMIC AWARENESS.

(b) RAPID NAMING SKILLS.

(c) CORRESPONDENCE BETWEEN SOUNDS AND LETTERS.

(d) NONSENSE WORD REPETITION.

(e) SOUND SYMBOL RECOGNITION.

C. THE SCREENING FOR INDICATORS OF DYSLEXIA MAY BE INTEGRATED WITH READING PROFICIENCY SCREENINGS AS PRESCRIBED IN THIS SECTION.

~~B.~~ D. Each school district or charter school that provides instruction for pupils in kindergarten programs and grades one through three shall conduct a curriculum evaluation and adopt an evidence-based reading curriculum that includes the essential components of reading instruction. All school districts and charter schools that offer instruction in kindergarten programs and grades one through three shall provide ongoing teacher training based on evidence-based reading research.

1 ~~E~~. E. Each school district or charter school that provides
2 instruction in kindergarten programs and grades one through three shall
3 devote reasonable amounts of time to explicit evidence-based instruction
4 and independent reading in grades one through three.

5 ~~D~~. F. A pupil in grade three who does not demonstrate proficiency
6 on the reading standards measured by the statewide assessment administered
7 pursuant to section 15-741 shall be provided core reading instruction and
8 intensive, evidence-based reading instruction as defined by the state
9 board of education until the pupil meets these standards.

10 ~~E~~. G. The governing board of each school district and the
11 governing body of each charter school shall determine the percentage of
12 pupils at each school in grade three who do not demonstrate proficiency on
13 the reading standards prescribed by the state board of education and
14 measured by the statewide assessment administered pursuant to section
15 15-741. If more than twenty percent of students in grade three at either
16 the individual school level or at the school district level do not
17 demonstrate proficiency on the standards, the governing board or governing
18 body shall conduct a review of its reading program that includes
19 curriculum and professional development in light of current,
20 evidence-based reading research.

21 ~~F~~. H. Based on the review required in subsection ~~E~~ G of this
22 section, the governing board or governing body and the school principal of
23 each school that does not demonstrate proficiency on the reading
24 standards, in conjunction with school council members, if applicable,
25 shall develop methods of best practices for teaching reading based on
26 essential components of reading instruction and supported by
27 evidence-based reading research. These methods shall be adopted at a
28 public meeting and shall be implemented the following academic year.

29 ~~G~~. I. Subsections ~~E~~ G and ~~F~~ H of this section shall be
30 coordinated with efforts to develop and implement an improvement plan if
31 required pursuant to section 15-241.02.

32 ~~H~~. J. For the purposes of this section:

33 1. "Essential components of reading instruction" means explicit and
34 systematic instruction in the following:

- 35 (a) Phonological awareness, including phonemic awareness.
36 (b) Phonics encoding and decoding.
37 (c) Vocabulary development.
38 (d) Reading fluency as demonstrated by automatic reading of text.
39 (e) Reading comprehension of written text.
40 (f) Written and oral expression, including spelling and
41 handwriting.

1 2. "Evidence-based reading research" means research that
2 demonstrates either:

3 (a) A statistically significant effect on improving student
4 outcomes or other relevant outcomes based on either:

5 (i) Strong evidence from at least one well-designed and
6 well-implemented experimental study.

7 (ii) Moderate evidence from at least one well-designed and
8 well-implemented quasi-experimental study.

9 (iii) Promising evidence from at least one well-designed and
10 well-implemented correlational study with statistical controls for
11 selection bias.

12 (b) A rationale based on high-quality research findings or positive
13 evaluation that an activity, strategy or intervention is likely to improve
14 student outcomes or other relevant outcomes and that includes ongoing
15 efforts to examine the effects of these activities, strategies or
16 interventions.

17 3. "Reading" means a complex system of deriving meaning from
18 written text that requires all of the following:

19 (a) The skills and knowledge to understand how phonemes or speech
20 sounds are connected to written text.

21 (b) The ability to decode unfamiliar words.

22 (c) The ability to read fluently.

23 (d) Sufficient background information and vocabulary to foster
24 reading comprehension.

25 (e) The development of appropriate active strategies to construct
26 meaning from written text.

27 (f) The development and maintenance of a motivation to read.

28 Sec. 5. Study committee on dyslexia screening, intervention
29 and funding for pupils identified as having
30 indicators of dyslexia; membership; duties; report;
31 delayed repeal

32 A. The study committee on dyslexia screening, intervention and
33 funding for pupils identified as having indicators of dyslexia is
34 established consisting of:

35 1. Three members of the senate who are appointed by the president
36 of the senate, two of whom are members of the majority party and one of
37 whom is a member of the minority party.

38 2. Three members of the house of representatives who are appointed
39 by the speaker of the house of representatives, two of whom are members of
40 the majority party and one of whom is a member of the minority party.

41 3. A resident of this state who is a member of an international
42 organization on dyslexia and who is appointed by the president of the
43 senate.

1 4. A speech-language pathologist with training and experience in
2 early literacy development, including structured literacy instruction that
3 is systematic, explicit, multisensory and evidence based, who is appointed
4 by the speaker of the house of representatives.

5 5. A parent of a pupil who has been diagnosed with dyslexia and who
6 is enrolled in a public school in this state, who is appointed by the
7 president of the senate.

8 6. An employee of the department of education who is appointed by
9 the superintendent of public instruction.

10 7. The superintendent of a school district in this state, or the
11 superintendent's designee, who is appointed by the superintendent of
12 public instruction.

13 8. A charter school representative who is appointed by the speaker
14 of the house of representatives.

15 9. A reading specialist who is appointed by the superintendent of
16 public instruction.

17 B. The president of the senate shall designate one of the members
18 appointed pursuant to subsection A of this section as the chairperson of
19 the study committee.

20 C. The study committee shall meet as often as the members deem
21 necessary.

22 D. The study committee shall:

23 1. Examine and make recommendations to the department of education
24 regarding dyslexia screening, intervention and delivery of supports for
25 pupils identified as having indicators of dyslexia, including developing
26 resource materials, professional development activities and funding for
27 pupils identified as having indicators of dyslexia.

28 2. Develop recommendations and resource materials that meet all of
29 the following:

30 (a) Identify valid and reliable screening and evaluation
31 assessments and protocols that can be used and the appropriate personnel
32 to administer such screening in order to identify pupils with indicators
33 of dyslexia as part of an ongoing reading progress monitoring system, a
34 multitiered system of supports and special education eligibility
35 determinations in schools.

36 (b) Recommend structured literacy instruction that is systematic,
37 explicit, multisensory and evidence-based to meet the needs of pupils
38 identified as having indicators of dyslexia for use in all public schools
39 in this state.

40 (c) Recommend intervention systems, including effective dyslexia
41 intervention programs, to address dyslexia or characteristics of dyslexia
42 for use by schools in multitiered systems of support and for services as
43 appropriate for pupils who are eligible for special education.

1 (d) Develop and implement preservice and in-service professional
2 development activities to address dyslexia identification and
3 intervention, including using accessible print materials and assistive
4 technology, within degree programs such as education, reading, special
5 education, speech-language pathology and psychology.

6 3. Review teacher certification and professional development
7 requirements as they relate to the needs of pupils with dyslexia.

8 4. Examine the barriers to accurate information on the prevalence
9 of pupils with dyslexia across the state and recommend a process for
10 accurate reporting of demographic data.

11 5. Study and evaluate current practices for diagnosing, treating
12 and educating pupils with dyslexia in this state.

13 6. Examine how current laws and regulations affect pupils with
14 dyslexia.

15 E. The senate shall provide staff assistance to the study committee
16 as directed by the president of the senate.

17 F. On or before December 1, 2019, the study committee shall submit
18 a report of its findings and recommendations to the president of the
19 senate and the speaker of the house of representatives and shall provide a
20 copy of this report to the secretary of state.

21 G. This section is repealed from and after January 15, 2020.

22 Sec. 6. Emergency

23 This act is an emergency measure that is necessary to preserve the
24 public peace, health or safety and is operative immediately as provided by
25 law.

APPROVED BY THE GOVERNOR MAY 8, 2019.

FILED IN THE OFFICE OF THE SECRETARY OF STATE MAY 8, 2019.

Passed the House April 29, 2019,

Passed the Senate March 4, 2019

by the following vote: 58 Ayes,
0 Nays, 1 ^{excused} Not Voting

by the following vote: 30 Ayes,
0 Nays, 0 Not Voting

[Signature]
Speaker of the House

[Signature]
President of the Senate

[Signature]
Chief Clerk of the House

[Signature]
Secretary of the Senate

EXECUTIVE DEPARTMENT OF ARIZONA
OFFICE OF GOVERNOR

This Bill was received by the Governor this

_____ day of _____, 20____,

at _____ o'clock _____ M.

Secretary to the Governor

Approved this _____ day of

_____, 20____,

at _____ o'clock _____ M.

Governor of Arizona

S.B. 1318

EXECUTIVE DEPARTMENT OF ARIZONA
OFFICE OF SECRETARY OF STATE

This Bill was received by the Secretary of State

this _____ day of _____, 20____,

at _____ o'clock _____ M.

Secretary of State

SENATE CONCURS IN HOUSE
AMENDMENTS AND FINAL PASSAGE

Passed the Senate May 2, 2019

by the following vote: 28 Ayes,

0 Nays, 2 Not Voting *with Emergency*

Karen Farn
President of the Senate

Leslie Owens
Secretary of the Senate

EXECUTIVE DEPARTMENT OF ARIZONA
OFFICE OF GOVERNOR

This Bill received by the Governor this

2nd day of May, 2019

at 12:18 o'clock P M.

[Signature]
Secretary to the Governor

Approved this 8th day of

May 2019

at 3:46 o'clock P M.

[Signature]
Governor of Arizona

EXECUTIVE DEPARTMENT OF ARIZONA
OFFICE OF SECRETARY OF STATE

This Bill received by the Secretary of State

this 8 day of May, 2019

at 4:30 o'clock P. M.

[Signature]
Secretary of State

S.B. 1318